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Proceedings
report for
transitioning to
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Conference Proceedings

TRANSITIONING TO SUPPORT NETWORKS

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*The second of five annual forums for people
interested in supported employment of workers
with severe disabilities in Montana.*

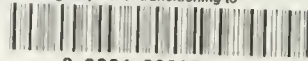
**April 28-29, 1988
Sheraton Inn
Missoula, Montana**

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PROCEEDINGS REPORT
for
TRANSITIONING TO SUPPORT NETWORKS

The second of five annual forums for
people interested in supported employment
of severely disabled workers in Montana

Sponsored by

The
Montana Supported Employment Demonstration Project

April 28-29, 1988

Sheraton Inn

Missoula, Montana

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INTRODUCTION

The Montana Supported Employment Demonstration (MSED) Project sponsored the Second Annual Forum on Supported Employment, "Transitioning to Support Networks," on April 27th and 28th, 1988, at the Sheraton Inn in Missoula, Montana. Over 180 individuals representing state and local human service agencies and providers, school districts, employers, families and consumers took part in the two-day conference.

Highlights of the conference included keynote addresses by Joseph F. Campbell, Ed. D., a national consultant and President of Incentive Community Enterprises, Inc., Northampton, Massachusetts, and Gary Donaldson, M. Ed., Director of the Maryland Supported Employment Project, Baltimore, Maryland. Montanans with expertise in supported employment offered concurrent presentations. A panel of employers of supported workers presented testimony to conference attendees on the value of these employees, and offered advice to the human service delivery system as to how it may operate more efficiently.

This proceedings manuscript was prepared as a resource for anyone concerned with the outcome for the forum. The report documents the need and desire for the implementation and maintenance of the resource of supported employment for Montanans with severe disabilities.

In order to avoid interpretation errors and speaker bias, the editing of this report focused primarily on reducing its length rather than altering content. Comments were transcribed as exactly as possible from notes and video recording made as the conference proceeded. Original work sheets and videos are available from the MSED Project office.

WELCOME AND OPENING REMARKS

Maggie Bullock
Administrator of Rehabilitative Services/Visual Services Division

You know what they say about two year olds. "WHY?" is one of their favorite questions, and supposedly their height at the age of two is supposed to be half of what it will be when they are adults. Well, there are some similarities between two year olds and supported employment in Montana. Some people are still asking "Why?" But more people are asking "how?"

During this conference you are going to hear presentations on the "C" (conversion) word. I would like to propose to you three different meanings for the "C" word. The first two are concern and courtesy. For the people we all serve, for the providers with whom we are in partnership to serve people with disabilities, and for our partners in the business community who have elected an ability to service people with disabilities. The third definition of the "C" word is commitment. Commitment to tolerating one another's differences, philosophies, perspectives and approaches to this creature called supported employment. Continue to learn as much as you can about each others current service delivery system so that we can communicate more openly and communicate more effectively with one another, and affect systems change in Montana to make supported employment just another natural part of the whole menu of the services which exist for people with disabilities.

INDUSTRY-BASED EMPLOYMENT FOR INDIVIDUALS WITH SEVERE HANDICAPS

Keynote Address
Joseph Campbell

I'm here today for those of you who are traditional providers, listening to all types of presentations about supported employment and integration in the work place. You've had to listen to all kinds of stuff - people telling you to close down workshops, they are horrible places; other people telling you absolutely not, you don't have to close down your workshop. Some people may be telling perhaps you have to do a little of this and a little of that. I am reminded of the well known facility director in New Hampshire about three or four years ago, who, in an audience very much like this one, raised his hand and asked a wonderful question. Everyone absolutely cracked up when they heard it, but when they thought for a moment, perhaps indeed it was the \$64,000.00 question. The comment was "How do you close down a building if it has somebody's name on it?" Think about it. It certainly is not as simple as closing down a building. This is a big political question, big economic question. What are the concerns that people have to address? Some of us will come along and tell you that you have to integrate, that you have to move out of our traditional models. Sometimes we are not taking into account all these concerns.

Why are we here today? We are not here to tell you that you have to close down your workshop. That's fairly your decision. We are here to tell you that perhaps this is less about provide models, perhaps this is less about integration, perhaps this is less about providing supported employment than it is to find who you are. Who I am, who we are, who are we in rehabilitation? Who are you? Perhaps it also more about why do we absolutely insist on sending severely disabled people into the work place?

If we have not answered the question, "Why work in the life of the severely disabled person, "how, in the name of God can we choose a model if we haven't yet decided what we want that model to accomplish? We are going to try to spend that time focusing very heavily on who we are, and on what is the role of work. Having at least attempted to answer that question, then I would like to take a look at some other models that perhaps we can use. We are also going to propose to you today that human service organizations do not have the answers.

Let's concentrate for a moment on who we are in the life of our clients, as it is about being part of the work movement and this indeed is a movement that literally attempts to change people's lives. It's a sacred profound activity that we have committed ourselves to and we have literally have committed ourselves to bringing about major changes in the lives of the people we work with. If we are not seeing it in those terms perhaps we should stand back and take another look at what we do. It really is about changing peoples lives. It's about leadership. It's about leadership in a movement to change peoples lives. If we are leaders, there is no successful leadership without a vision. Do you have a vision? Do we have a vision? Do we know where we are going? Do we have a vision of a better place for our clients or are you just doing what was next? Are we doing what was next on the plan? Are we doing what was funded this year? Or do we literally have a vision of a better place for the people to come to us for our help? It is our goal as leaders to develop that vision. A vision without a commitment is not very useful, doesn't last.

We have a decent life. We have a relatively easy life. The vast majority of the people who come to us for help live a very limited lifestyle. There are many things absent in their lives that we can give them. And that is what our lives are about. It doesn't have to be a life time commitment, but those years that we put into the job that we currently have has to be done with full commitment and we have to compare an active vibrant vision of something better than was given to us on the day that we started our job.

We have to bring in at least another step along the way. Advocacy, it may be the most important role any of us will have and I object to the people who tell us that they are the advocates and that we are the professionals. We are all advocates. There was a time, some years ago, they thought that advocates were people to be avoided. You sit in your office sometime you appear with an advocate at the front door. You started to look around to see if there is a back door you could climb out. You knew you were going to be in trouble. You knew that they were going to be a pain in the side. You were concerned about what it was that is bothering them now. But that, ladies and gentlemen, you know, I know today, it is not really what advocacy is about. Advocacy is about having met constituency. It is about having a group of people who you represent. They are a group of people who are depending on you to accomplish for them something which that they can not accomplish for themselves. That is the primary function in whatever you do. Number 1, you must be an advocate. Being an advocate means saying, "My people first", without apology. When somebody says to you, and it will be said when jobs are scarce, "What do you mean you want to put your people out of the workshop into those jobs when all of the other people in the community are unemployed?" Perhaps then you will have to say, "My people first".

More important than anything that we will talk about today is the idea that you are developing, building a position. We do not often have a position relative to severely

disabled people who are almost abandoned deep enough in our commitment. What is your position? Could you write strongly or at least a paragraph relative to your position on the people you serve? Fairly work has traditionally been important for the handicapped. That has been the position of people who are providing rehabilitation services.

Let's spend a little while talking about why work is important and perhaps even offer the question, "Is work really important?" Is work in itself important? Or is it what we accomplish through work that's important? What we do need is to build status. We do need to build importance and status, a feeling of self worth, and a feeling of some empowerment in our people. And there are a variety of ways to do this.

One way to do this, to be more effective than anything else, is work. Who we are, very much relates to what we do. The entire business of society, what society values. Society clearly values on certain types of jobs. Other jobs you don't value as much. There is very little value to people who don't work at all. People ask, "What do you do?" First of all they ask, "What is your name?" Then they ask, "What do you do?" Then based on the answer to that question they will decide whether or not they should hang around or whether or not they should get out of your company.

The work ethic is alive and well regardless of what you might think, and there are recent surveys that support that the work ethic is as strong as it ever was in this country. I think that having a job is like being a member of an exclusive club. And if you have a job you're a card carrying member. If you don't have a job your not in, your outside. You're basically outside some kind of simple society boundary. This country can rightly claim to be the champion regardless of what people might allege internally from time to time. The champion of basic human rights. The champion of civil rights. They struggle, they fought, they corrected our problems and we continue to correct them, but we do it ourselves. Most of the other countries eventually give away to pressure from outside. What is the most wonderful thing about this great social experiment, the United States? Perhaps the most important thing for me is that we do self correct. And maybe that is what a democracy is all about. So we have every right to be very proud of how we have championed and lead the movement and hard work and basic human rights.

From my point of view, the way we measure people and their productivity may be no different today than about ten years ago, except we are more inclined to see somebody being capable today even if they are not 100% productive. If they are 60% productive, we see them as being employed. But you know, this method that we use, we say that somebody is 5% productive or 10% productive, or 20% productive whatever, and we correct them. The Department of Labor has set regulations allowing us to do that so we correctly pay people based on their production levels. Somewhere along the line I think we have made the mistake of not recognizing that being only partially productive does not mean that someone doesn't have a 100% right to work. So if somebody is literally crawling around on all fours on the carpet at a work activity center somewhere, and you say that he cannot work, you may be right, but that does not mean that they do not have a 100% right to work.

Clearly we have the dilemma. We are the people who have risen our arms and said "We volunteer, we apply." Now let us rise to the challenge. It is about helping people to exercise their rights. It is about doing it when it seems almost impossible. It is not necessarily about building an economy. It is not necessarily about assets

and liabilities. It is about individuals. It's about the individuals that you know who have very limited capabilities but who have a 100% right. If the program and methodologies that we are using are not arising to the occasion, then certainly we need to change, regardless of sheltered workshops, or other types of employment models; it really doesn't matter.

Those of you who are from a DVR orientation, and those of you who are from a traditional provider organization have been through the CARF experience. CARF is the Commission on Accreditation of Rehabilitation Facilities, and we've had that wonderful experience numerous times. We do have the honor of having an entire industry based operation that is CARF accredited. But all of the people who have that type of background recognize that the first thing we are supposed to identify from people who come to us for services is, what is the vocational background? Why have they been referred to you? Look at this for a moment. Somebody goes into the hospital. What does the chief surgeon do? Does he stand at the door of surgery saying, "Well, last time people came in to have their appendix removed, so I'm going to do this to #11 also." Or does he very carefully study the case and say, "What is the problem here? What's indicated? What should we do?" If we could get society to understand that our clients are unemployed when they are unemployed, that would be half of the solution. Because the wonderful statistics that the unemployment office gives us, they do not include your people. They are not on the rolls of the unemployed because they have not been perceived traditionally of having the capacity to be workers. They were a group of people over on the sidelines that you prepared some type of program for and the program had very little to do with what the consumer needed. The program was for society.

I'm going to appeal to you today and ask you to build models and programs for your people. Build your models and programs for the individuals you serve, not for society. Let us examine those institutions that we are connected with and let us really ask whether or not they are really solving the problems of the clients, or whether or not they are making society and local communities happy.

If the problem is unemployment, who has the solution? VR doesn't have the solution; the provider movement does not have the solution. Industry and employers have the solution because industry and employers have the jobs. The solution is employment. Industry employers have employment to bill. We clearly have a very important role. The role of the human service organization is a role of a broker. To be more like a broker we have to be, I guess, like with any good broker, a creative linker; able to link the two parties creatively. We have to be a connector, energetic, committed. We have to be a supporter because when we make our connection, make our linkages, then we have to provide support. Maybe more than anything else, we have to be an inventor. We have to be inventor of new and better ways to do this. And, like we said previously, clearly we have to be an advocate. Being an inventor means that when something new comes along, you don't suddenly say, "We have arrived, we don't have to do anything else." Being an inventor says, "There's a good idea, let's get on with it. Now let's look for another good idea." And, my fear is that we will rest our morals and say, "Now it's supported work" and all have the six or seven models that we use. Let us wait for another 100 years before we change again. And sometimes people will say, "I don't think I want to shift to supported work because what if it changes?" I think it will change. It had better change. And, if it's around for another ten to fifteen years, I will be one of the people trying to kick it out.

In my estimation, our industry is the only industry that attempts to develop its new models and does its research and development either with the same dollars that we are supposed to use to produce the product, or else the money is plugged entirely into some other institution. In other words, we take the provider movement and say manufacture the product. Then we go off to other academic institutions and we give them the research and development money. We have the two activities happening in entirely two different locations. And what happens then? Polarization. The academic community says we have a good idea. The provider community says go to hell. So what do we need to do? The first thing we need to do is to end the polarization by pulling the two together. The second thing we have to do, like private industry, we have to celebrate failure. What do we mean by that?

It costs money to discover something doesn't work. In our business what do you call it? Failure. If we are discovering things that don't work, that's useful. That's worth money. So the second thing that we have to do is create an atmosphere of experimentation. We must not be afraid to get into research and development. I will make these two points again. It is very important if we invest the research and development where the manufacturing delivery of service is happening. That doesn't mean that we cannot collect it through the institutions of higher education who generally have the capacity for research and for packaging and disseminating - a very important role. But let us not polarize them so far apart that they won't talk to each other after awhile. Secondly, let us raise the stakes. Let's make it more valuable to experiment. Let's take the stigma out of this failure. And somehow or other those of us who have been traditional providers have been a little sticky at times looking at the new things, and even though up front morally and ethically we're committed at going in new directions, deep down we have a sneaky little thing in our stomach that is almost half holding, "This damn thing will probably fail." So if that fails, it is such a horrible stigma that it has a good possibility of killing it. We won't have to worry about it anymore. That clearly is one of the roles of human service providers.

What are these creative inventions that we've come up with over the years? Sadly, in all of the time we have been developing rehabilitation services, we have come up with A through F. That's it! That's not good enough. Even though I have spent a number of years now convincing people to grow from the workshop to a more integrated type setting. And, I'm not suggesting that you not be in favor of integration, obviously you are, but I personally think that without sheltered workshops over the last 150 years, we would have had nothing. Secondly, I would say that of those 5,500 work centers across the U.S. today that are certified by the Department of Labor, if they were to close down, we would have a problem. I think what people need to say is let's take a look at the traditional workshop, and let's take a look at the workshops that we run and where do they need to grow? What direction do they need to experiment toward?

Clearly, what we define supported work as is up to us, but we have certain regulations and limitations. The federal government will tell us what we must define supported employment as. We can argue and we can shout at what they should or shouldn't say, but that's another discussion. As long as we say it and we want certain kinds of funding, there are certain things they have to do.

Affirmative industries - let me tell you, I'm talking about small, little businesses that hire five to six disabled people, and that were set up with one goal in mind and that

goal is to set up an employment opportunity for people who are disabled. The goal that was established was not to make money; if you want to start a business to make money you would call it an entrepreneurial concept. So I would like to take a few moments differentiating the entrepreneurial concept and the affirmative industry, because I have known people throughout this country who have gone to their boards of directors and said, "We're going to start this little business here. Let me tell you all about this wonderful, exciting idea," and the board got its own message. The board thought, "Oh, we're going to start a little business. Maybe now we'll not have so many financial problems." What the director forgot to say is the goal of the business is to provide employment for the disabled - an affirmative industry. A lot of the expenses you have in that affirmative industry will be program expenses. That's what I mean by program cost. Some of the staff may very well be covered under your program. You can also go into your board and say, "We're going to start a cab company. We want to make some money. We would like to hire anybody who is handicapped. But even more than that we will be geared towards accomplishing an objective, an objection of what that objective is - generated revenue." An affirmative industry would be where you would always make good program decisions and sometimes you would make some fiscal economic decisions about the business that might be questionable because the goal would be a program goal.

I would also like to talk about enclaves. An enclave, as you know, goes out and work in a host industry. Federal guidelines require that it not be more than eight people and you would normally have a staff person with the group; sometimes more than one staff person, but normally at least one. Ideally, they should go into the host employment and work on work provided by that host employer.

Mobile crews - I want to back off from any cynicism or else I'll spoil this entire occasion, but there is an old saying that mobile crews are five clients and a van. Have we become that automatic in our response? Instead of going back each time and remembering it's not a matter of having five things on a shelf and turning around and taking them off. It's a matter of saying who are these five people and what do they need?

Let me give you an example of one of the crews within our organization. We have a contract with twenty-one supermarkets, and we clean their parking lots. It's a little business called Plaza Maintenance, and it is five clients and a van. It's the kind of business you can charge very good wages for. All of the clients are earning approximately \$5.00/hour. Another example of mobile crews is the old style, traditional style, janitorial type service and a lot of people in the rural areas are running a housecleaning program.

There are a lot of models involving two or three people at one location. Sometimes job coaches or supervisors are present. More often than not the employer is willing to provide the support and supervision that is needed.

Individual placements - everybody is moving more and more toward individual placements. So let me tell you that when we started out closing down our workshops, we moved a lot of people into enclaves, mobile work crews, affirmative industries. When we discovered that a lot of what we were doing was models for transitioning workshops, we came under pressure to individualize our services more. So we are in phase two in what we're doing and we have somewhere in the vicinity of 40% of those 400 plus people now in individual jobs. The value of the individual job

generally is that the consumer owns the job; the agency doesn't. And, that seems to make tremendous difference. There is now tremendous commitment to individual job coaches. The is where you have an emphasis on place and train, rather than train and place.

Perception is important. What we're saying then, is that in work itself, and take it from an Irishman, there is nothing entirely good about work. It is what work accomplishes, and work does not accomplish this miracle unless society perceives you as a worker. Therefore, when we choose a model, I believe we have to choose a model which allows society to see our people as workers.

At the risk of offending some of you, I have personal concerns about society being able to see some of our people inside the workshop as good workers. You and I know that we have people in there who are exceptional workers, excellent hard working people. But go across the street. Go across the street and ask the man in the little tobacco shop what's in the building over there. Nine times out of ten, he'll tell you it's a place where handicapped people go. The perception is about the handicapped people first. Then we try and convince them that good work is being done there. What we're saying now is yes, work is important. There are a number of ways to connect the disabled person with work. But in choosing a model, it is very important that we choose a model that allows society to perceive our consumer as a worker. That is why enclaves are not as popular as they used to be, and there is more of a push toward individualized placement. That's why even affirmative industry is considered to be not bad, but not good enough. That's why even mobile crews are sometimes not considered to be as good as they could because many of the mobile crews are also out of the public eye. Therefore, if you are developing one of these models, and from my point of view, if you are out in a rural area, these group models are exceptionally good ways to go. It's important, though, that you develop it around a service that will bring your people into the public eye. What we're talking about again is perception, perception, perception.

What is support training all about? Well, you know about training training and testing. Mark Gould, God rest his soul, had some excellent things to say, some things I despise. But I really liked his competent devious hypothesis. His competent devious hypothesis went something like this. If you are perceived competently, almost anything you do will support that competence. So, if you are observed by society and perceived to be a competent person and did poorly on one of those tests, you would respond, "Oh it doesn't matter, it was a bad day, it's not important, that test was irrelevant anyway," etc., etc. Now if you have already been labeled by society as being deviant from the norm in some fashion, everything else will add to the deviant perception. So that if you do terrible on this test, people will conclude, "Well hell, this person is even worse than I thought he was." So we add to our people's appearing deficiency by continuing to test, test and test. So putting all coyness aside, stop that damn test please!

Support training is based on the same premise on which supported work is based. If supported work suggests that you should piggyback on a regular industry, and supported training says if there are respected training industries in your community (education and training), then don't re-invent the wheel please. Be creative and find a way to attach to them. I have no objection with the idea that you have to have a certain God given intelligence to get into a degree program or to graduate with a degree. If I'm willing to accept that, people who are much less gifted with

intelligence, should not have access to some of those resources.

We have developed a pilot program in Massachusetts at the University based at the Hotel and Restaurant Administration Department of the U. We have a group of eight developmentally disabled people. They get up in the morning and for three days a week, for two semesters, they go to the University of Massachusetts. On campus they cuddle up with their coach. Their coach is a college student who happens to be a junior. The junior is a person who is in the school of management of hotels and restaurants, the hospitality industry. All that junior has signed up for is a course in personnel. And the emphasis in that personnel course is working with people who have disabilities. Three days a week in the classrooms and kitchens those students work with the clients, one on one, on participating in the lectures etc., etc. Two days a week they leave the college restaurants and go out and work at local hotels and restaurants. At the end of the two semesters, there is a graduation. I realize this special graduation, and it clearly does have some of the shortcomings of things like the Special Olympics have, but it is an opportunity. It is a status filled event. The client is very often from a family where a person graduated with honors from high school and went on to the best college. He had a college graduation. Nobody ever thought they would have the opportunity to go to a college campus. There is just a wonderful status experience there for the average client, particularly the developmentally disabled and some of the mentally ill clients.

Now you might say that we're doing it so that the person can have a boost for their self image, self confidence. You might say we're doing it so that person can walk out and barter for jobs. Clearly, we are doing it for that reason also. But the most important reason is something entirely different. Tomorrow's managers, tomorrow's managers in the hospitality field are today's juniors in colleges. We want to get them there. We want to get to those people who will be hiring workers tomorrow. What we are doing is running a training program for college students. We are developing relationships, relationships that we already see continuing. It's about training your people in areas for which there are jobs. So that's an example of supported training.

Let's just talk about being inventors. Inventing actively has to go on and on, constantly looking for new ideas and new ways to do it. Nobody is more qualified to do it than you are. Come in with your new ideas. Come in with what doesn't work. Say okay, thank you. Don't just become someone who is into implementing models. You must become somebody who is dedicated in serving your clients. People from Massachusetts can't tell you what to do in Montana. You have to decide how to do it in Montana, but hopefully, you can decide better, more equipped, when you do find out what's out there or how other people do it.

There are always geographical idiosyncracies that have to be taken into account. For example, the group models that we talked about seem to be more useful, popular in the rural areas. From my point of view, they're all an alternative to the sheltered workshop. Many people will say, "How can you close down a workshop if you wanted to in a rural area?" I think many of these group models allow you to do that effectively if that's what you want to do - form vs contact. Content is what's important.

There are in my estimation four exceptionally important considerations. No matter what model you choose or what form of experimentation you involve yourself in, let

me tell you, we all agree with #1 - integration. There is a certain amount of debate clearly about what integration means. I believe ultimately that it will be made by different communities.

In addition to integration, there has to be lateral options for your clients. The clients have to be able to say, "I don't like this job, I want to change." Let's encourage job change if the opportunities are there. Lateral options are very important.

Opportunities to move upward. I'm saying here that if your model locks a person in so that they can't either change jobs or they can't grow upward, there's something serious missing.

There is nothing more important than stability, because many people are worried and particularly parents are concerned. They are saying, "You know there used to be a workshop here for the last 30 years and I didn't have to worry about my son or daughter after I died. Now we are being told that perhaps the workshop should be replaced with community based services. What are we to believe?" Let me tell you how we can respond to those concerns. We have been under an illusion that there was stability in brick and mortar. Many of our workshops have been up to their ears in red. They're really lost in the illusion of stability. The workshop was a model. Stability should be in the company behind the model. The workshop and the organization are not the same thing. We live in a world where people think that the workshop and the agency are the same thing and when people said, "Take away our workshop", we got alarmed, not realizing that they were not saying take away the organization. The organization must be stable, confident, capable and growing. And you must be saying to your consumers and to their families that I don't care what happens, our job is to be here 20 years from now because we are going to be a well managed corporation. Our job is to see to it that every new service and products that are happening anywhere in this country are made available to your son or daughter. Just like Sears and Roebuck will tell you that they have the best automobile tire available in the country if you want to use it. And even if we don't agree with the new experiment or type of tire, that is beside the point. If you, the consumer, need it, we have to make it available.

So what I'm suggesting here is that although we need a whole lot of training in job coaching and areas of supported work, never, ever, did we need so much business around managing our businesses properly.

A lot of people hanging on to a center appear to be a worthwhile presence in the community. If you don't have the bricks and mortar, you still have to have an organization that's respected in the community.

Ideally in your community there should be a supported work system. A supported work system should include as many of the models as you can possibly have. The idea is that the client should be able to move from one to the other, should be able to seize opportunity and go with it. There should be an impulse or an internal culture within your organization that sends the word out that is a good place to work, you should aspire towards it. The word should be out inside your operation that movement is possible, growth is appreciated, ambition is what we respect. We are in a time when change is the order of the day; change, positive change; growth; movement to new plateau.

There are corporations in the United States that are loaded with corporation superstition. And when we talk about change and have these wonderful conferences and overwhelming presentations about change, its all about doing new and exciting things. Effective change starts with recognizing what we are doing that we can stop doing. What are the superstitions that we are dealing with inside our corporations? Clearly one is everybody needs to be tested to death. Perhaps another one is that you have to train somebody in their place. Supported work models will tell us that that's policy, it's superstition. So change really starts by identifying those things that you should stop doing. Remember, many of these things are in your budget. Stopping doing them saves you some money.

There are three places in the change process. First off, the present. Things are solid. They have been this way for a number of years. When you move from that solid state into a transition state, really then your solid becomes liquid. We are gradually then, reaching the point, and Maggie said this earlier, "We are really not asking why anymore, we are asking how." And so the unfreezing, defrosting has already taken place around supported work and transition into industry.

We are now in this transition state. Each of us, for our own individual organization, develops plans. Develop a vision, and develop a commitment for that vision. Where are you going to lead your agency during the next 5-10 years? Let that be the desire stage. Let people know that is the desire stage. Let them know that it won't be liquid forever, because that scares the heck out of people. They don't want things to stay in flux forever. But the new solid state will be different from the old solid state because it'll be solid, but it will indeed have a change aspect to it. Let the future solid state be even more vibrant, more dynamic than ever. What are the primary ingredients for successful organizational change? It is not going to be successful unless the people who are in the place to make the difference recognize there is a reason to change.

The #1 condition that allows people to fail to bring about reasonable change is that they are not making sure those who can make a difference are convinced that this is indeed reason to change. While we work on the how, let's move back regularly to asking "why, because it's the why that gives us the reason. It's the why that gives us the reason to change. Commitment is necessary. The plan is necessary.

I would like to express my thanks to all of you for being a very patient, agreeable audience. Thank you very much.

BUSINESS AND MARKETING SENSE IN SUPPORTED EMPLOYMENT: IS IT NECESSARY?

**Keynote Address
Gary Donaldson**

Today I'm going to talk about a subject related to a couple of the cultural shifts we are going through. What are the big trends that are happening since we have started to work with business and industry? What kind of fall out that is having on the way we do business? Some of you will be in a workshop where we will talk about the actual conversion planning that we have been doing in our state with our providers. We're not afraid of the "C" (conversion) word. We have "F" words in Maryland also.

Everyone who is involved in SE (supported employment) in our state is in the 3 "Fs": food, flower and filth jobs.

We are going through a lot of adjustments as we jump into the business field. One of the things that we are experiencing is that it is not a warm, comfy feeling-type of environment all of the time. The other lesson that you learn right up front is they are the boss, not you. Really what I see as the end product of supported employment over the next few years is really a high breed of a program where we are kind of quietly camouflaging our supported services with a natural environment where people really won't see us doing the support as much as they see in the end product, which is someone being able to hold down a job.

In Maryland we have been spending a lot of time focusing on the organizational change process. Some of the things that we've discovered is there are some driving forces that operate in all organizations. Whether it's a day program or business and industry, it's a combination of these forces together that kind of shape the culture of the organizations, the personality of the organization. One of the things we found is there is of tug a war between being flexible and being predictable.

The other issue that we see is the struggle back and forth between internal focus and external focus. Most of us in a day program system are spending a great deal of our time in an internal system. It's like a school system where people come in from 9 a.m. to 3 p.m. and we have pleasant surroundings, and we have curriculum we give them, and so forth. Well, in the adjustment to the business world you do have to stop worrying about yourself and take a look at what kinds of business opportunities exist out there.

What I'm going to talk about is a mixture of these kinds of forces. They really begin to shape the kinds of things you pay attention to depending on what you buy into. If you are heavily into affiliation then you pay attention to how people are feeling and dealing in that direction. If you are heavily into achievement you focus more on the output and how you should do the next day's sort of thing.

There are primarily 4 different information process strategies. One way to reduce uncertainty is through lots of interaction with other people. This other type of information process strategy is focusing on maintaining present behavior. The other information processing strategy is that you throw your best punch as you go along. These information processing strategies or preoccupations really begin to re-enforce different environments or cultures that work with them. Focus on lots of interaction and exchange of information is really what the collective information process is.

Organizations are day programs made up of the people who work with you, the informal structure and the formal structure. The formal structure is the organization chart, job description and that sort of stuff. The informal structure has more to do with the culture and how we get along. Those are influenced by what's happening in the environment, the resources we have, and the history we bring into the situation. We are going through a transformation in our history right now where we are beginning to build on what we've done in the past. But we're really beginning to bring in from the environment more business type strategies, how to deal with problems that are associated with business. What is your market out there? How do you cost your service to them? How can you be competitive? What are your competitors doing? How can you deal with all of these forces? How can you get the most for the least? Those are the things business people think about quite a bit.

The other thing that's taken place is the new strategies or missions. The position is now shifting towards how to provide more normalizing in work opportunities for people. Most of the changes are mediated through word processing and teamwork. You can't much do it on your own. That no matter how you go about trying to implement change and try and work with becoming business-like, you have to make it go through your culture.

In day programs, there is a basic value on the human side: freedom, self esteem, quality. Really focus a lot on the security of the individual, there right to privacy. In business, the harsh reality of it is you are treated as a piece of property, that really you belong to the company and the focus and values are in control and performance. That makes it tough for us because we are used to providing these nice stable job environments where the people know what is going to happen day by day. Now in supported employment you may have a work crew one day and the business says, "I don't need you anymore."

Well, that cultural change that we are going through is having us look at different types of objectives: rapid, explosive growth, expansion and steady continuous growth. There is appropriate behavior that we are expected to do as a result of that. It is to be more flexible and creative, be more of a strategic thinker, and a team player.

We find is that there are four different levels of adjustment we are going through. First thing they are taking a look at is, "Can I make this more of a fine tuning?" There are two types of change, (1) continuous change, and (2) discontinuous change. Continuous change means I'm going to be a little bit like I was in the past, I just have to fine tune things a little bit more. Discontinuous change means I am going to have to break from the past and do business differently. Broader, more profound change is to re-create, trash the way I've done everything in the past and re-invent everything all over again. We have been working with individuals to provide safe environments, build up their self esteem to help them feel more productive and worthwhile. What we are doing right now is re-orientating the day programs to be more business-like.

We have to become more strategic in our thinking. Fine tuning has the least amount of intensity. Recreating has the most amount of intensity. As a result of that intensity and difficulty, it is requiring our management to take on new roles. You become transition manager, then you become strategic thinkers. Being a strategic thinker gets more into the business side. What's my market? Who's in it? Who are my customers and what do they need? I think that I'm focusing on this is because a lot of what needs to take place now is conceptualizing what the heck we are doing. This isn't just finding people jobs. Its re-defining our mission as to what we are all about in lots of ways.

Competition is the core. Competition is what determines what is appropriate in your firm or not. If you are going to be competitive then you had better pay attention to what it takes to get there. You take a look at what it takes to get into the competitive environment. You have to think about all of the other people who can offer similar services. You have to think what can you do that is different, unique and more cost effective for the employer. The value you are offering as a provider is the trained supervision you are providing. Not very many people enter into a job with a guarantee with the quantity and quality of the output. That is one of the unique features of supported employment.

There are three good ways to be competitive. One is that you cost less, the other that you offer something unique and the other is that you focus on something unique that no one else is doing. The type of business savvy you need to have to be successful in business is that you need to take a look at how you operate, and all of the discrete activities you do to operate. Are your management structures lean? What kind of staff quality do you have in human resources? What kind of skill level, technology level of what you do? Then when you actually process the work for a company. How you actually do what you are supposed to do, how you get into your customers, your marketing, sales and service is a challenge. What you need to do as a manager is to fine tune each one of these areas so that you can get your tentative advantage. All of this adds up to value.

EMPLOYER PANEL

Presenter: **Russell Klare, Manager**
 4Bs Restaurant in Missoula, Montana

It is a real pleasure for me to be here today. 4B's has been with the supported employment program here with my particular restaurant, which is one the south side of town. We have been involved with Riverhouse basically for 5 1/2 years. We have approximately 20 clients from Riverhouse that have gone through our doors. Some are still there, some have gone on to bigger and better things. I think that it is a real positive step for supported employment, for 4B's corporation as a whole is extremely supportive to the program whether it be through the mental health center or the workshop. We got about 10 employees from Opportunity Industries, Inc. come through our door. A lot of the individual support the managers receive comes from the corporate office. One of the vice presidents was talking to John, an employee who is from Riverhouse and has been with us for a little over 4 years, and has a tremendous track record. In four years he never missed a day of work. John was elected Employee of the Month for the month of April. Bonnie, those of you may remember from last year, won employee of the month only 3 months into it. Two people out of 53 who are chronically mentally ill have been voted Employee of the Month by their peers. That says a lot about the quality of people that supported employment gives the business force. You have to educate the employer.

You have to educate them to prove that these people will be there when they need to be, can get the job done, and are not tied strictly to menial entry level positions. The thing is that the employer cannot treat all people the same. They can't stereotype people and say your training time is six weeks and if you can't do it in six weeks, it's all over. These people need a little more time and they need a little more tender loving care. Those of you know that the pool of restaurant people is constantly shrinking. This is the time for you to jump on the band wagon and say, "I've got people that you can use."

An observation that I made last year is that there is a barrier between agencies, amongst you. Those barriers need to be taken out. We all need to work together on this one project of getting the people to work. That's the main objective. I think that Missoula has a network system where all of the agencies get together and talk about jobs. It gets you recognition, it gets you into the public and it gets you into

the business sector and that's what it's all about.

I think that the biggest thing that you need to do to get someone into the work force, besides educating the employer is you have to be educated too. You have to know what are the employers' needs. The training costs is astronomical. I figured out one day that to train a cook in my restaurant it costs \$500.00. You spend that time training them and then they leave, and what do you have? Nothing. You train a janitor or a dishwasher, about \$200.00 to train. That's what supported employment should be, a reflex.

Merchandising is the key. You want to sell the product, you want to sell the program to the employer, and merchandise it. Merchandise it right. You've got the best employees in the business. You need to get some credibility. You need someone who has been successful in your area be a champion. Have that person go in and say, "You know, I really have had good luck with these people." Get the employer in there to tell the other employers how it really is. It looks good on paper, but does it really work? That is where the employer has to step in there and say, "Hey, it really does work." You have the biggest base of employees in the State of Montana and the best bunch of job coaches teaching the job.

Presenter: Lonnie Morrison, Supervisor
Sheraton Inn, Missoula, Montana

Approximately a year ago Opportunity Industries submitted a proposal to the general manager here at the hotel and they wanted to start training disabled people in the housecleaning field. I remember there was a lot of controversy at first. Some people were interested in what it would do to the hotel. Would these people be physically deformed or just mentally deformed?

Marie Siedl came in and we showed her how to do rooms and for a week Marie cleaned rooms with one of our housekeepers. Within the next week they trained two girls one day, two girls the next day, and on the third day they had four housekeepers. They started out with 10-12 rooms. Within three months they were up to 40 rooms a day. And now they are up to 70-75 rooms a day.

I find that they have been a big support for me because I can depend on them. I have nothing but praise and respect for the Opportunity people I've worked with. I feel that they are strong employees for any position that you try to put them in. We have four girls that started on day one and three of them are still with us. For the most part, they are the best thing you can ask for in an employee. We do plan on hiring more. I have never had anyone from Opportunity Industries that set up an appointment with me who didn't make that appointment.

CONCURRENT PRESENTATIONS

HEAD INJURY: FROM ASSESSMENT TO COMMUNITY INTEGRATION

Presenters:	Karen Rimel Community Medical Center Missoula, Montana	Dave Balak Community Rehabilitation Center Missoula, Montana
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I'm Karen Rimel from Missoula Community Hospital. This is Dave Balak also from the hospital. Does anybody have anything they particular came for?

Q: Do you work with cognitive remediation?

Karen: Yes, I work with cognitive remediation. I've been with the program since we opened it 3 years ago. I am what you call the outpatient evaluation coordinator.

Dave: I work for vocational services, which is vocational evaluations, placement, job site evaluations, situational trials. Karen has worked for the state rehabilitation program and as a VR counselor. I've worked as an evaluator at a sheltered workshop in Helena and in the private rehabilitation sector for a couple of years.

Karen: The program I work with is cognitive remediation and we work with individuals that have had brain injury, strokes and any damage that has incurred through their life time. We are one of the growing areas in cognitive remediation for this population. Ten years ago those of you who had head injuries could not have survived. They are surviving now and living and have long life expectations. Our program is attempting to develop services we think this population needs in a rural community which is different than the metropolitan areas.

Initially when we get a referral to cognitive remediation clinic we begin gathering all of the background information that we can on this individual. We get their medical background, vocational, educational, premorbid personality, their life, and what's happening with them right now. We also gather questions from their families, attorneys, themselves, referral source, other medical directors.

After we get the information we meet with the interdisciplinary team. The team will consist of a minimum of a psychologist, psychiatrist, occupational therapist, speech therapist, vocational counselor, and social worker. Our department not only looks at it from our own discipline, but we have to know and look at it from everybody's else's discipline. We have to know and understand what each other is talking about.

Then we come up with goals that are in common. We meet as a team and decide what our tentative plan is. Our social workers are very much involved working with the family members, significant other, a friend of the person, to see what the person was like in depth before the illness, or accident. We look to the families for a great deal of our information. We also look to find out what types of communities they are going back to. So that's the first step. The evaluation by our team.

Usually we all know the damaged area of the brain. Now the team needs to find out for individuals what the specific loss of damage is in the person and how it effects

the person. We want to find out how the brain is processing information. If the information is going in, then can they retrieve the information?

People, after a brain injury, get fatigued very easily. They mentally just can't keep going. Things just shut down. But what does that mean if this person is trying to go to work or living in their everyday environment? They cannot go at a competitive speed. They have poor initiative skills. Often they are lazy, can't get motivated. Usually it's not due to motivation. They often want to do it but they just can't seem to get things going. The person has problem initiating. That's part of the brain that has been damaged.

Another area is primary reception. How you receive things, how you receive information. Are they having memory problems, visual perception problems? Do they have difficulty recognizing patterns? Difficulty in visual scanning?

Dave: It may be a combination of different factors. If you have access to a cognitive remediative type program you might consult with those consultants first and say, "Are these pieces to the puzzle," and "Do they suggest anything additional to the diagnosis you are working?"

Karen: One of the other areas you'll see is people after brain injury may also avoid social interaction with groups. They might do O.K. one on one, but with 2, 3, or 4 people together, conversations change quickly and you can't follow what's going on, so you start to withdraw socially. One thing we also look at with the head injured is verbal performance discrepancy. They talk great but they can't do the performance.

There are some things you need to know about formal testing and that is that testing is done in an ideal setting. You are looking at problems because our testing can overlook a client's true potential, because we are looking at their performance in a quiet atmosphere. Because the testing is in an ideal setting, the one thing our staff depends upon is the informal observations we find in testing as we walk through the halls. Once again family members, significant others, and employers are very important. Information employers have is very important because they can plug in those holes we have on various concerns.

We've done all of this testing, now what are we going to do with it now? Usually we are seeing people that do need treatment of some sort. More therapy is needed. We will refer people to occupational therapy, speech therapy, and a psychologist. They may only need one or a combination of them. We also try to work with the communities. One of the things we look at is medications. They find that medicines work differently on schizophrenic than on brain injured.

One of the differences we see, and we try to educate people on, is that there is a difference on how people perceive themselves after a head injury. That is that the people still see themselves as functional as before the brain injury. They still see themselves as being really competent. So when you work with someone with a brain injury it's so important that you don't talk down to them. It really is important that you realize they see themselves just as competent as you are.

Q: What is your baseline for a referral?

Karen: Any stage. There is no special baseline for the basic evaluation. We turn down no referrals. There is generalized criteria to place in supported employment, and a specialized criteria to place in other programs.

Q: When an individual is on a situational trial, are you mandated on wage and hours?

Karen: No. Because ours is still therapy based. It is all treatment orientated.

Q: How long do these trials last?

Karen: Our goal is 2 months. You are building time, endurance and responsibility. We use this to determine if there is a chance for vocational placement. If we think there is a chance, then we bring in our community agencies-Voc Rehab, Mental Health, and Adult Protection Agencies.

Dave: Testing does give you a valuable baseline information from which to go. And for the supported work job coaches, it can help identify skills or portion of work a person can not do without getting into any more expensive assessments. Basically from the evaluation standpoint, I do still believe in evaluations and I think they do have role in supported employment.

Let's take the position we are in now, logical progression from, say, a cognitive remediation program into vocational evaluation. Look at some of the similarities, some of the differences. Some testing may not be duplicated: achievement testing, aptitude testing, intellectual testing, if the testing done prior is recent enough to be of value. Reports two to three years old may not be relevant. We are not going to attempt to overkill testing but we will do testing if it appears to be appropriate.

When behaviors are inappropriate, that's when I have concerns whether a person will be appropriate for any type of direct vocational involvement such as placements, competitive setting, supported employment vs sheltered employment. Again if the behaviors are unusual to the point where a potential employer is going to be put off, then those are probably going to come out during vocational evaluation.

Essentially we are stressing people in four days. We're looking at them from all directions. We are looking at, in the course of this stressful evaluation setting, how the person is responding. We are looking at mental flexibility.

For the purpose of supported employment we are going to be looking at work speed, how a person approaches a task, maybe more so than their quality performance ratings for that particular task. Ultimately we want to know can a person benefit from future services. We look at the social interaction. Do people seek out other people, do they find humor in the assessment process, do they isolate themselves? If they do isolate themselves, how are they going about it? Do they simply not leave their work station during subscribed break periods or do they do something that appears to be socially acceptable, like slip off and hide behind a newspaper or magazine?

Basically we come down to a point of recommendations. Certainly our focus is on supported employment. To what degree does this person need job coaching? Can we attempt to predict how long that job coaching might be needed? It seems to be a federal criteria that there needs to be a need for on going support. But how

intensive does that support have to be.

We have to look at what the person needs in terms of services. It is the evaluators' responsibility to know what types of things are going to be necessary so that when the IWRP is written by the state counselor, it covers the areas that are going to be important. Essentially, when keeping in mind supported employment, I feel that work shops, work adjustment, and extended employment are valuable stepping stones to the work process.

VALUES AND PRE-PLACEMENT CLARIFICATION WITH PERSONS EXPERIENCING MENTAL ILLNESS

**Presenter: Joan Miller
 Mental Health Center
 Billings, Montana**

We can talk briefly about the values clarification; however it's not so much value clarification as it is teaching clients how to make choices and helping clients make vocational choices out of their own personal values. And I think that it is particular job matching conditions characteristics that I think will be helpful when placing people on jobs.

If it's a given that I'm going to talk about client choices and values as a way of making choices, how do you think that might help you to be a part of that process? I think one thing that is helpful and what we've done already is to be part of the initial screening term with the client. This helped clarify where those clients were coming from as far as their job desires.

I'm going to do is give you a brief overview of psychiatric rehabilitation as I know it. Psychiatric rehab solution is to increase the client success in their environment of choice with as little intervention as possible. From the psychiatric rehab point of view, success ends up being a balance of skills and support. It is also tied to a specific environment, for instance, your success in your living environment, or success in your working environment, or success in your learning environment. We don't try to look at success as the total person because that gets too difficult for the client to conceptualize.

There are some particular values of psych rehab. One of them is that it is incredibly individualized and personalized. Also, psych rehab likes to take a look at the comprehensive view, the whole person, your physical, intellectual and emotional skills and deficits. Clients do have choices. They can be helped to make choices, and that it is our job to help them do that. The other value that is a biggie is accountability and that means that the client knows what he is accountable for in terms of his goal, and that we know what we are accountable for in terms of helping him obtain those goals. We try to make those things measurable and observable.

Psych rehab is initial diagnosis. The second stage is making a plan. The third stage is intervention. Diagnosis in psych rehab is just simply that the client understands whatever skills, reports, and resources are necessary to help them get to a final goal.

There are three phases to the diagnosis. One is to set overall rehab goal. The second part of that would be to do a functional assessment. It does mean assessing skills, strengths and deficits as only related to that particular goal. Once the functional assessment is done, you do a resource assessment. A lot of the reason we are doing it this way is to develop understanding about what the client wants and to help the client understand really what he wants, opposed to what he's saying he wants as result of pressure from parents, staff, who knows. Hopefully starting this process a little bit earlier will help the client get the sense of what he really wants to do. Another thing it will do is develop a real sense of closeness and trust for patients with schizophrenia and it will do it very quickly. If your interpersonal skills are such that you can draw a person in and let him talk about what's going on in his mind. We have been reading a lot of papers by Bill Anthony. One that Anthony has done is about choosing and getting a job. In this case he was writing specifically about vocational issues, not just psychiatric rehab in general. So this values business is a part of the choose.

Question: You are in a community that doesn't have a lot of jobs and the job developer has developed 2 or 3 job sights, maybe one janitorial and one housekeeping. Then you ask the client if they choose to work in either of those and they don't. Do they go to the bottom of the list or do they go out and try to develop the job the client wants to work at?

Somewhere in all of that there has to be a happy medium. I think that the client always has the right to refuse a job. Part of the input you will give to them is that, O.K. if you have these 3 alternatives, these 2 are not feasible because they are not available here. That may make some impact on that clients' choice. Their value system may be such that they would rather take anything than something that is not available.

One of the things here that we are making the distinction necessary in this choosing is the difference between a mentally ill client and the DD client. I think in the past have done the choosing for the DD client. Some of us here who have worked with both groups we may have a tendency to do the choosing for the mental health clients. This is not proving to be successful.

THE ENCLAVE MODEL OF SUPPORTED EMPLOYMENT

Presenters: Jim Mason, Marie Seidl and Lisa Jackson
Opportunity Industries, Inc.
Missoula, Montana

This is Marie Seidl who works in supported employment with me and Lisa Jackson who is the supervisor of the enclave that we have here at the Missoula Sheraton in housekeeping. We are going to talk about that particular enclave and how it was set up; in other words the marketing and the practicalities of how the crew works in terms of payment schedule and tasks. Marie will cover that. And Lisa is going to talk about her role as a supervisor who works eight hours a day playing a dual role. She is employed by Opportunity Industries but works as supervisor at the Sheraton.

There are a number of people who have spent a lot of time in sheltered employment who may be able to obtain and maintain employment in the community but not

necessarily be able to do 100% of a job. One person, one job is probably the least restrictive, but that leaves a whole group of people in the middle. The first part involves deciding upon your marketing strategy and approach. We have a business plan to establish an enclave within this community. Within that we have to first consider what are our capabilities. We went about the process of screening and preparing workers. We have, for instance, one person on the crew right now that spent 12 years in sheltered employment. It was a tremendous change in her life to move out of a sheltered employment situation into community based work. Our marketing involved the assembly of a presentation that deals with very specific issues.

When we went to employers we seemed business like and could be very specific and come up with a detailed plan right from the start. When we went to talk to employers we could answer questions immediately.

Being flexible and being able to take an idea and adapt it to your community or change it to your particular needs is really important. We set up meetings and talked directly to management here in the hotel. Once they got to the place of answering their basic questions and proposing what we were going to do, then we met with their staff to answer some questions and to deal with the fact of what it will be like for them to work with persons who have obvious disabilities. We used the latest publications that we could find on supported employment. We gave them an example of a similar model at the Ramada Inn.

The last thing is to be prepared to act quickly within the organization. Have your staff ready to go. Have your supervisor on line so that with very little difficulty you can plug your crew into the business. We strategized about how we could connect with work opportunities that are available. My personal bias is that work opportunities are going to present themselves and part of our responsibility is to find a way to meet those opportunities. We could offer specialized service. We decided that before we went out to market. What could we do and what could we do really well?

The other thing is to never sell yourself short. We came in the beginning and talked to midmanagement in the housekeeping department because we felt that if we had the support of the people with management then the people in the upper management could be sold pretty easily. But, we felt that if we talked to the upper management first and the idea was pushed down, we would have some real resistance there. We talked straight out about a fair day's work for a fair day's pay. Nothing about we'll do it for less, or any kind of sympathy. Our philosophy is that supported employment is a human rights issue and it costs money for people to hire people to do work and we will do it for a competitive price. I'll let Marie talk about the actual setup.

Marie: One thing to remember is to be flexible. The first thing to do is to designate one set up and contact person. The set up/contact person needs to meet with the immediate supervisor in the housekeeping department. Gather all of the specifications and ask all of the questions you can that will give you ideas on what to prepare your crew for, your business, your accounting people, everything. What is the business going to provide for your crew? Are they going to provide uniforms, shoes, shirts? Do they need to bring a lunch? Things like that. What is the schedule going to be? Do they have to work weekends? Write them down so when you hire your supervisor you will know what to tell them about your crew.

I would recommend that you have your set up/contact person go in and work the job so they know what has to be done. They gave me a full room load for three days. Then when we hired a supervisor it was real easy for me to explain what needs to be done. I worked with three different workers and they had a lot of questions and fears. What are these people like? What will they be like to work with? This gave nice informal contact with the other employees. We find it's much easier to hire somebody from the business, the same background such as housekeeping.

The Sheraton suggested that we hire a supervisor from them. Train and orient the supervisor, orient the crew. Lisa was already trained from the Sheraton point of view. We took her in and trained her on some behavioral types of things and ran her through the workshop, our policy and procedures. Then we brought each one of the crew in and talked to them individually. We talked to them about what they were going to be doing, what their schedule was, what they were getting paid.

Once you have your supervisor trained, use him or her to be the expert on the job and set up your time studies with that person. Set up your daily paper work and payroll. Train the crew. To give your crew one on one, we brought in two crew members each day. One thing we found that with supported work coming into the workshop, all of the other staff in the workshop were wondering what was going on. Why were these people leaving the workshop? Communicate with them.

Lisa: We have a really well integrated crew here. To the crew that works here, they consider themselves employees of the Sheraton. I'm basically there to keep the day running smooth, answer questions, quality control for the Sheraton. Because of this I wear many hats. I'm an employee of the Sheraton and an employee of the workshop. I have to be a supervisor to the crew.

The big thing is training. I would go in, clean the room and show them how to do it. Then step back and be a model. After that point it is quality control. If there is a problem, we go back and work on it. There is eight people on the crew and we do need 3-4 maids during the day. You do need to be compatible.

There are training advantages from working in crews. For one thing I use crew workers as trainers. New members come on and I put them with members who have been there a year and know the job very well. We have used color coding with the carts and timers in the room so the crew members know where items are and how much time they have to finish the room.

The main goals have always been quality and quantity. Then you make individual goals, like personnel hygiene, attitudes towards work, and motivation.

THE INDIVIDUAL HABILITATION PLAN

Presenters:	Keith McCarty	Rita Schilling
	Montana Employment Project	Job Connection, Inc.
	Helena, Montana	Billings, Montana

Keith: I'm going to give you a little background to Individualized Habilitation Plans (IHP) and then Rita will take you through the IHP process specific to supported employment. My own background in developmental disabilities dates to 1968 when I

first started to work at what is now called Montana Developmental Center, but then it was called Boulder River School and Hospital. It has just been renamed since 1968.

In 1968 we did not use the name Individualized Habilitation Plan. We did have in Montana mostly institutional programs. Most of the planning that went on that was similar to today's IHP was planning that didn't have a name or a category. Things were referred to as staffing, or in some cases, at the institution things were referred to as the Nursing Care Plan, which is an offensive term no doubt. Our IHP in Montana law really dates to the 1970. The body of legislation that we currently operate under in community services came out of the years 1973-75. It is then when Montana law specifically indicated that an IHP needed to be written on each client that receives services.

There are six items listed here which are either points of view or specific events that underline the construction of the IHP. We all use the term developmental model and I'm sure we are familiar with that, but one of the specific things in the developmental model with underlies the IHP is the idea that behavior is sequential and therefore also predictable. One can construct a set of goals with the idea in mind that there is predictability in behavior. Let me say that the popular use of the term developmental model distinguished between growth and development, and it seems that no longer is the case. Development has become growth and growth development. So I won't differentiate that. The developmental model does say that growth and development are both sequential and predictable. One goes through stages in life and one can predict what those stages are.

Behaviorism underlies everything we do. The emphasis here is that behavior is observable, measurable and recordable and therefore also predictable. In behaviorism one manipulates the environment in order to reach a desired outcome, either an increase or a decrease in the rate of behavior.

Normalization is one that we kicked around a lot in the 60's and has a variety of definitions but you usually see the one that says incorporating people into the main stream of life, etc. Normalization sometimes gets perverted because we look for ways to excuse what we consider normal, meaning typical. Sometimes it ends up almost the opposite of what was intended. Three kinds of points of view or three kinds of philosophical tenets: the developmental model, behaviorism and normalization. If we did not have those in order to have IHP's, we would have to invent them, because IHP's do not make sense without them.

In 1970, Public Law 91-517 was the first formal definition that appeared in legislation that impacted everything. In 91-517, there was a categorical definition unlike the current federal definition. It was basically a little more than saying people with mental retardation, epilepsy or other kinds of neurological conditions of a similar nature had in common that they seemed to develop in the developmental years. They tended to have a chronic long lasting definite impact and any individual having those types of handicaps had a similar need for treatment. Prior to that you didn't hear the term developmental disabilities so much.

In 1971 the Social Security Act was amended to include mentally retarded individuals as eligible for receipt of services under the Social Security Act where before that they were excluded, particularly if residing in institutions. So we went from if you were in an institution you could not get Social Security to benefits where you could.

Item #6 is commonly referred to as the Farload Decision, or Wyatt vs Stickman. In that decision, the right to treatment was established. It stated that anyone who was institutionalized has a constitutional right to treatment. If you remove someone from a free situation to institutionalization, you can do that only if you have an habilitation plan in mind whereby they will be treated and ultimately be released from the institution. So in these last three items habilitation and the idea of habilitation planning was emphasized. Everyone who is developmentally disabled receiving some sort of a state service, and in those day of course many of those services were institutional type services, needed a individualized habilitation plan.

By the mid 70's we then had in our community service legislation the IHP terminology. Traditional purposes of the IHP include: insure health & safety of the client, to increase the client's independence, (independence from the system delivering the service), to keep the party informed of the habilitation goals, to objectify the process of planning and delivering services. The IHP was an attempt to objectify. We now have an interdisciplinary team of individuals who must come up with objective, measurable goals, and to involve the client and family in the planning process because particularly in an institutionalized setting, almost always the family was excluded from the planning.

The IHP then demanded that the client become a part of the planning, a core part of the planning. The emphasis is to provide a written plan of the habilitation process so that one can go back and determine what was said a year ago, two months ago, to see if what's going on is what we said. The fact is that this is a relatively new requirement.

Rita: I will give a short introduction. I think probably most of the people here know me. We started as a corporation in 1982. The name was not supportive work yet but it something very similar to what supported work is now. We got so we functioned for a long time doing individualized placements in the community. We functioned with just DD clients and just DD funding up until a year ago, and then we became part of the MSED grant . As a part of that we had to pick up other disability groups. We also had to pick up a lot more systems and the study of systems.

We take what we do very seriously. The systems that we had to deal with and whether those systems helped us or hindered us became very important to us. We get a little bit irreverent with this so I will tell you now that in order to sort the philosophical concepts out, we got into the habit of referring to the different systems as VRdom, MSEDom, DDom, MHdom. Those are all of the systems we now have to deal with.

The man this morning said that if you don't know where you are going, take any highway to get there. Everything we do has to relate to self reliance. So everything that we use, your teaching, technology, all of the processes that you use, everything has to be consistent with that because of our system. What I disagree with is that maybe development is critical but life isn't, jobs aren't, employers aren't. So a job coach's role is not one in which you can do a lot of predicting, what is going to happen next. Instead it is the opposite.

The other thing that I really want to address today is the fact that people that are in individualized distributed placement no longer need IHP's and I find that to be a

real fallacy also. Every time we set up our system to provide services for a population, we need to be sure that we see them as a people first and disabled second. I'm not always sure that our IHP process has done that. Just as performing SGA does not indicate a lessening of disabilities of people but only shows a lot of effort, motivation, assistance and external support, supported work does not lessen to need to have an IHP meeting. The team approach for planning for people with severe limitations and fluctuating needs are still essential. I heard arguments like we are creating bag people used to minimize the support that supported work is receiving. The IHP process is the process that should prevent that.

However, the IHP is two things in Montana. It is an interdisciplinary team approach to planning for people's lives and it's also the primary tool the DD Division uses to monitor our program and evaluate our contracts. Because it is not efficient and pure and may also be valuable as a tool, I think it needs to get on focus.

In order to be used as an evaluative measure, you need to be able to predict and itemize what is going to occur, then come back and evaluate to what has occurred. Supported work is based on the idea that we cannot get to keep people working by predicting everything that is going to happen ahead of time. So we have had to change our idea about a lot of these processes. The members of supported work then come to IHPs with different plans of action in mind.

There are three types of IHPs that are critical to this process. The first IHP is the referral IHP where people are talking about if in fact that is an appropriate placement goal for somebody. The second IHP is the first IHP after placement, the 30 day IHP, and then the next critical one is when there has been a problem and a IHP is called.

These are some things we have decided that we needed on our 30 day IHPs:

- starting date of work
- hours/days of work
- potential problems
- physical/mental health problems
- working relations
- transportation

This is a goal that we always write:

Job Connections, Inc. will check (name) at job sight to assess the placement to identify any factors effecting the employment (a minimum of so many checks per week, per month etc.).

Sometime we do a decreasing amount of checks. If it is the third week of employment it might just say one check per month. This gives the IHP team what our minimum amount of checks are. We do not know what our training outcomes will be so we let the team know how often we will check the client. If there are problems that need to be addressed to the IHP team we will bring them back.

I think the hardest part of our job is when we find a particular crisis in an IHP. Sometimes you get one where things start to go wrong in a client's life. Either the environment has changed or, in fact, the client has changed. Health programs could

creep up. So the plan is no longer a good one. I find this really, really stressful for job coaches because you feel responsible for this person.

We have had a fair amount of success over the years in keeping people in place. It is because we try an awful lot of things and have had an awful lot of clients. There isn't any mistake that we haven't made. I hope we have made them all already. Maybe we have some more to make. We have to keep making those mistakes, falling down and getting back up if we want supported employment to work because there are too many variables to access and too many things that can happen. I think the whole team has to have that attitude about try and try again. That's especially difficult for the job coach because they feel that they are responsible.

I think that the IHP team needs to be a back up for job coaches. At crisis IHPs the questions are, "Who's available for what, who can modify what, what are the consequences for the client?" The balance between the dignity of risk and the professional responsibility to make that plan that is within the health and safety standards that we should be professionally responsible for always stands out. The same piece of trouble can be big or small depending on whose it is. It's the different attitudes we come with to an IHP about a crisis. If you are the residential trainer and you are the one worried about how to bill the hours, your attitude about taking that risk is much different than if your responsibility is as a job coach or TIM.

IHPs should be written on the minimum level, not maximum level of standards and interest. IHP is a assessment and planning tool for supported work. It provides the mechanism for assembling the principle players to confer about client needs and habilitation goals, and IHP implementation of positive changes in the client's life.

We do a lot of coordinating and educating of the people and that is important to us as well as to the others. Problems with the IHP goals are predicting too much. Then you want to follow your own predictions rather do whatever is necessary as it comes up. So naturally, writing too many goals can be an interference for a job coach in doing what needs to be done. Literal interpretation can lead to micro management of client's and job coach's time and the appropriateness and flexibility in a match. These are all problems that have come up in the past and we try to write training goals and make those things work in the IHP process.

The relevance of the process to the supported employment outcome for training goals is that the IHP may not ensure success and may actually interfere with your flexibility to do what employers change in commands might want you to be doing. It could lead to over job managing where the complexity of job duties and the extended support available is underestimated. If you made a placement and you find that three or four months later you have started to have a lot of problems, we have pretty well defined the fact that you have not done a good job of matching and matching, is a process that really worries me. I don't hear a lot of people talking about it. I hear them talking about on-sight support and on-sight training and lots of other things, but critical to making supported work well is a good matching process before you get started. After that you can manipulate quite a few things. Critical within the first 30 days is that you want to make a good job match and you want to match what you can teach and what you can manipulate in the environment. We generally say that we have either underestimated the job or overestimated what we can teach in those first couple of weeks. We have not matched something correctly.

Again, you have to be very flexible. We find that one of the most significant

variables in long term retention is that there is a good support system built up around the client. Not only on the job sight, co-workers, advocates, supervisors, and employers, but also the residential staff, TIM case manager. We have always had excellent support for people to maintain working and willing to do some extra work. One of the questions we ask is how much credit is the client willing to give out and how much effort are the significant others willing to give in order to accommodate a supported work placement.

PARENTS AND FAMILIES: CONCERNS AND SUPPORTED EMPLOYMENT

Presenters:	Ken Brown Developmental Disabilities Division Missoula, Montana	Darrell Smith Missoula School District Missoula, Montana
	Mark Cumming Rehabilitation Services Missoula, Montana	

Ken: On my left here is Daryl Smith, a teacher at Sentinel in Missoula and in charge of Vocational Training. One my right is Mark Cumming, who works for Vocational Rehabilitation Services in Missoula. I'm Ken Brown and I work for the Developmental Disabilities Division in Missoula. I'll be talking about adult services, although I don't represent all of the adult services here in town. What we are going to do is give you an overview of the services, supported work in school, the transition we see taking place, and the adult service.

Daryl: We have approximately 80 students who are what we call self contained, non categorical. That's basically because they are from very low levels all the way up to very high LD kids that we work with. Once a student gets into our program, we work on a holistic program, vocational skills and lifetime skills they are going to need once they are out of high school. We feel that it does a disservice to take our special needs students and push them strictly academic classes, especially if they cannot use those academic skills once they graduate from high school. But what we are trying to do with some of our kids is to get them ready to turn them over to adult services.

We are getting kids prepared for work and for living, but we feel that the people who have the knowledge in those areas and are the placement people in the community is the adult services. One of the things is the 8th grade transitional meetings, where we go in and have IHPs with 8th graders. We now have them sign a release form so we can show that information to DD Services and Rehab Services and try to get an idea as freshman coming into high school what kind of services those kids will need upon graduation. There is a committee that will continually check that each year so that the adult services are better prepared, and have the funds available to deal with those kids upon graduation.

Mark: Vocational Rehabilitation in terms of supported work is indeed putting the finishing touches on that bridge that was started in high school - transitioning kids from school to employment. The first referral process we get in involved with is in the senior year. That referral is made in a timely manner when they are seniors so that the referral process of getting them ready to go for supported employment just prior to being referred to Voc Rehab is done.

The person is then referred to Vocational Rehabilitation Services. In Voc Rehab, that is when the necessary evaluations and information are obtained to determine eligibility for Voc Rehab. One of the factors prior to referral to Voc Rehab which is real important is a long term sign off. They need a resource that will follow them long term, because VR is short term. We can pick someone up and get them up to speed in terms of the supported employment program. But at some point Vocational Rehabilitation phases out. We need to know that there is those long term resources. Currently in Missoula there are three resources: DD providers, mental health facilities, and Missoula Community Hospital Rehabilitation Center.

When a person is referred to Voc Rehab we are talking about employment and all of the things that go along with it. This means the client and the client support system, if they are living at home, needs to be committed to employment. Supported employment as a model depends on cooperation and coordination of a lot of different people with this transition from school to work. Through the rehab process and the anticipated work, communication is essential. Communication also enhances and accentuates the support systems that are out there. These are advocates, parents, and families that are advocating for the individual.

Ken: I'm going to talk about adult services. Those of you that are parents, just about the time you felt comfortable with understanding of the educational services you got with special ed, it's all going to change now. School services were entitlement; everybody that is eligible for special ed it was mandated that they got those services. In adult services, that's not the case. It's based on a fixed number of slots that we got the monies from the legislature to fund. When there are more persons than slots available, then there are waiting lists.

There are different sets of eligibility criteria. We have the referral process. There are of course are forms that you have to fill out and sometimes are lengthy. One of the reasons you have to do this is because we have what you call screening committees and they are the cycles that put the baby into action that decide who gets services and who don't. There is some hard decisions to make. Those decisions are based on need. It's who has the greatest need of those services at the time they are still appropriate for those services.

Parents in special education have the role as their child's legal guardian. By the time they are ready for adult services, they are 18. They have been adjudicated through the court system and they become their own legal guardians. There is a lot of attention given to what that child has to say.

In adult services we do job placement. When we place persons in jobs we are looking at full time employment, 8 hours a day, 40 hours a week. Some individuals are not capable of that or we don't have jobs of that nature, so there are varying degrees of that. Still that's the goal.

The difference that it makes is that when you've done work sampling, you are not working an 8 hour shift generally. Endurance is a factor. Some of the placements schools make are with the understanding that it's an educational process. If you are an employer, that makes a difference at how you look at that person's employment. If it's an actual job placement where you are an employee and you have a product to deliver and you are counting on this person to do that your concerns are going to be greater. The employer may or may not be willing to take someone else who has

handicapped conditions.

A lot of our clients are receiving Social Security and Medicaid. What that means for families to be concerned with is how it is going to effect the SSI, and how that is going to effect medical coverage of their children who have been covered before.

Some of the other problems are transportation. There may not be these services and parents may be expected to provide that or to give incentives to their children to learn to drive, if that is something that is feasible, if their cars insurance will allow them to. Sometimes transportation is a problem because public transportation only works certain hours a day, if in fact your community has public transportation.

The work hours, again evenings, are frequent times for work. What that means is that the person will probably not be working during the day, and that means sitting home. If you are a working family, what kind of arrangements are you going to have to make?

Work days are a problem again. A lot of these positions are entry level and they don't have Saturdays and Sundays off. The turn around is they have days off during the week. Is someone going to be around during those times?

Family vacations can be an issue. There are going to have to be some commitments from families for those issues and also for the clients being served.

SUPERVISING JOB COACHES

**Presenter: Sheila Wilson
 Job Connection Inc.
 Billings, Montana**

I'm Sheila Wilson from Billings and I'm a job coach from Job Connection and I've been doing this two years now. I would like to present some of my opinions and ideas on supervising job coaches.

I come from a holistic approach to job coaching. That is that the job coach does the job development, placement, training and follow along.

Basically there are some certain traits that must be possessed by job coaches, and supervisors all need to look for these qualities. Number one is honesty. Because as a supervisor, it is hard to oversee the duties a job coach does on a day to day basis.

Flexibility. job coaches wear different hats. A job coach needs to do whatever it takes to reach that goal. A lot of times there are not a whole lot of processes to follow to reach that goal. A job coach need to learn to deal effectively with stress and frustration. You have to deal with employers one minute and parents the next.

The third thing a job coach must have is creativity. When you are out on the job site and a problem arises, you don't have time to call your supervisor. You have to be able to think, talk and perform your way out of problems.

Supervisors need to all allow somewhat of a free hand with job coaches. This goes

along with creativity. This all goes back to trust. A job coach needs good problem solving techniques. You try something and that doesn't work, you try another thing and that doesn't work, and another. Finally, you try something that does work.

A supervisor needs to have a large base of ideas. When you are beating your head against the wall, your supervisor can come from a different perspective and give light to the situation.

Maturity. Basically that's the ability to bounce back from losing a job for one reason or another and learn to move to the next. A supervisor needs to be really supportive at that time. When you start losing a couple placements, or something doesn't work out, or a client decides this isn't what he wants to do, you need someone, a supervisor who is real supportive of you.

Organizational skills. Time management is a big thing for a job coach. A supervisor can facilitate this by having a stable environment to go back to.

The seventh is knowledge, which is training and inspiration. Not much has been written about that supervisors need to be to be good supervisors for a job coach. A supervisor really needs to be client orientated, needs to be committed to the quality of life. It's important for me in my experience to have a supervisor who knows what the job sight is about.

Budget and wages. We all work for a paycheck. There are lots of negatives to being a job coach. You have to work weekends, nights, holidays. There are lots of things that are real negative about it. I think a supervisor needs to be real positive. Morale building.

A supervisor needs to be enthusiastic. A supervisor also has to have a commitment to continue staff education and staff development. We all have to keep abreast of the new ideas and trends in the field.

A supervisor needs to be motivated. A supervisor also needs to ability to realize and understand that everybody is an individual with different strengths and weaknesses, how to bring out those strengths and minimize those weaknesses.

CONCURRENT WORKSHOPS

The following descriptors are of the concurrent workshops that were presented on April 29th. If parties are interested in material content of each of the workshops, including any handouts that were provided, please contact the MSED Project office.

Implementing the Community-Intensified Instruction Approach for Students with Severe Disabilities

This workshop on transitioning from school to work covered program development, marketing techniques, job development, community-based training and "getting into the system".

Facilitators: Jennifer Johnson, Montana Employment Project, Helena, Montana and John Collins, Vocational Rehabilitation Services, Missoula, Montana.

Case Management: The System as a Critical Link

Issues concerning case management and long term maintenance care for supported employment consumers were discussed as well as how individual efforts fit into the larger traditional state system. Referral (how and whom), funding and reallocation issues were major topics.

Facilitator: Jim Mason, Opportunity Industries, Inc., Missoula, Montana.

Implementing Supported Employment Services: A Process For Planned Change

This workshop focused on organizational issues related to implementing a supported employment program within an existing provider agency. This was a hands-on workshop designed for executive directors and senior management staff of existing provider agencies. Participants worked through the components of effective management planning and implementation using case study material from their own agency. Topics included developing agency readiness for re-direction of existing resources, developing a change management team, designing a work plan for re-directing resources, contingency planning and project management of the change process.

Facilitator: Gary Donaldson, Maryland Supported Employment Project, Baltimore, Maryland.

Job Development For and With Individuals with Serious Mental Illness

This workshop provided an in-depth presentation of a rural model of supported employment of persons with mental illness. A panel of employers, consumers, providers and state officials convened to comment and invited audience participation.

Facilitators: Linda Allred, Utah Mental Health Center, Price Utah; and Tom Cherry, MSED Project, Helena, Montana.

CLOSING REMARKS

Gail Gray
Director of Social and Rehabilitative Services

I would like to make a couple of points. First of which is kind of a contrast from this year's conference and last year's conference. Last year you looked at a concept. You looked at the idea of supported work. Did it have any substance, did it have any money? Was there any possibility for this to work? 50% were gun ho. The other 50% were, well O.K. I'll go to the conference, but I don't know about this concept of supported work. Well, that's not the case this year. In this past year people have gone out and demonstrated that the concept works. We have some demonstrations that have told us that we need to do some things a little bit differently. I understand that the focus of this conference hasn't been, "Will this work," but, "We know it works and how can we best do it and how can we work together."

I think that one of the important things that has come out of this conference is that Montanans has a lot to be proud of regardless of which area they are from, which program they are from, or which sector they are from. I didn't really realize that until I started talking to some other directors in other states and this was several months ago. They were talking supported work and it was just kind of like a word, like a four letter word. But it wasn't a very good thing because it was something that they were supposed to do and have all of these results, and it was something that they couldn't even get started. So it was really nice to come from Montana and say, "Yes, we may not be getting everything that we want to, but it's a concept that we believe in and we are getting a process. We know some things not to do and some things to go with. We have a lot of reasons why it works. And I think that shows really well for our state and I don't think that is common throughout.

Commitment. I don't think that there is anybody here that wouldn't emphasize how important that is. And just not commitment but leadership with commitment. Emphasized is positive advocacy. Emphasized is something that we all believe in or we wouldn't be here.

That's the importance of employment. Employment to our being. How are you? What's your name? What do you do? That type of concept and how important it is. And then the celebrating failures.

Everyone is talking about the "C" word and that's conversion and that it's not a four letter word. In fact it's two and a half times as important as that. I don't think that we can emphasize enough that our total system, whether it's Voc Rehab or a DD system, a system for provision of services in the schools, whatever. It needs to be a dynamic type of system and conversion is just part of that and I'm real excited to hear that people were positive about that. Instead of saying, "I can't do that", we are saying, "How can we do that?" Our agency or multiple agencies within SRS can help you on that.

I think there are a lot of other "C" words. I thought of a few more that really apply to the people at this conference and the people involved in their projects. That's concern, commitment, caliber and confidence. And I am confident that you have the concern, that you are at the caliber that's necessary, and you have the commitment

to make this work. But I want you to know just how important our department thinks supported work is. It's throughout our department and I want you to know face to face, person to person, that we think it's important and that its here to stay. We don't think that it'll be the same next year as this year, but it's something that we all need to work on. And I come to thank you for that.

APPENDIX 1

MSED PROJECT PROFILE

Successful employment, reflecting such factors as independence, economic security and productivity, is regarded as an important measure of community adjustment and quality of life. The role of "worker" for people with disabilities is no less important than it is for people without disabilities.

Beginning September 30, 1986, Montana was awarded a five-year grant from the U.S. Department of Education to conduct the Montana Supported Employment Demonstration Project. Its goal is to establish and implement necessary changes in the state's service system to ensure that, by 1992, 60% of adult Montanans with severe disabilities are employed and retained in integrated work settings.

Governor Ted Schwinden designated Montana's Department of Social and Rehabilitation Services as the lead state agency for the MSED Project. Under contract with SRS, the Montana University Affiliated Program Satellite at the University of Montana currently has primary responsibility for evaluating the project.

APPENDIX 2

KEYNOTE SPEAKERS

JOSEPH F. CAMPBELL, Ed. D.

A national consultant on industrially integrated employment programs for the handicapped, Dr. Campbell's primary role is President of Incentive Community Enterprises, Inc., a private not-for-profit organization serving 700 clients annually throughout western New England. Campbell, a native of Ireland, has been involved in developing and managing vocational services for individuals that have serious mental illness or developmental disabilities for 17 years, has lectured throughout the U.S., and has published a number of studies and articles relating to employment-based services for people with handicaps. He was recently appointed to a three-year term to the Massachusetts Governor's Commission on Employment of the Handicapped.

GARY DONALDSON, M. Ed.

As Director of the Maryland Supported Employment Project, Donaldson provides management consultation and long term conversion planning assistance to the state network of private service providers. He has a strong background in providing vocational rehabilitation services to persons who have developmental disabilities and/or have serious mental illness. Donaldson's involvement in business and industry to create employment opportunities spans across 19 years, currently focusing on supervising a marketing and public relations effort to build consensus in the supported employment movement.

